

Systemic Dynamics in Families, Groups and Social Institutions

Spring 2022, May 16th – June 10th

Time & Location: 2:00 pm – 5:00 pm, 진리관C Room 120

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Office Hours: by appointment

Course Description

The course explores an application of Bowen's family systems approach to the relationship functioning of families, groups, and social institutions including religious institutions. Its emphases include the theological understanding of the family systems approach and assessment and intervention strategies on various family and institutional issues. In addition, the course extends Bowen's family systems approach to engage in dialogue with Heinz Kohut's psychology of the self and to explore its implications on other fields such as Christian Education, Missiology, etc.

Course Goal

To develop as a technically competent and practically wise caregiver and strategist in various family and institutional situations.

Course Objectives and Learning Outcome

1. Understand the family systems theory and be able to apply it to various situations;
2. Demonstrate a reasonable level of ability to utilize genograms;
3. Understand the intricacies of family dynamics;
4. Demonstrate a reasonable level of ability to assess various family and institutional dynamics;
5. Understand one's own family dynamics;
6. Develop strategies to change one's own family systems; and
7. Develop effective care and strategic interventions and approaches in various family and institutional situations.
8. Explore implications of FST with respect to one's own field such as Christian Education, Missiology, etc.

Student Learning Outcomes

As a result of this course, students will be able to:

1. Define major theoretical components of FST.
2. Demonstrate a reasonable level of ability to utilize genograms.
3. Apply FST and interpret family, institutional or societal dynamics.
4. Evaluate family, institutional or societal situations based on FST.
5. Analyze and understand one's own family dynamics
6. Develop strategies to change one's own family systems.

7. Analyze and understand dynamics of a person's family in a biography.
8. Display critical awareness of institutional and societal dynamics based on FST.
9. Formulate ministerial or public interventions to address systemic injustices in institutions or society.
10. Apply FST to one's own field such as Christian Education, Missiology, etc.

Course Requirements

1. Completion of reading assignments. (reflected in discussion and paper)
2. Constructive participation in discussion.
3. Completion of and consultation with the professor on one's family genogram (20%)
Research your family dynamics and history, draw your family genogram, identify your family dynamics based on FST and develop strategies to improve your family dynamics.
4. Presentation of an analysis of an institution based on the family systems theory (30%)
Research the institution's dynamics and history, draw the institution's genogram, identify the institution's dynamics based on FST and develop strategies to improve the institution's dynamics.
5. Completion of written assignments: A 18-25 page paper, DS, on what implications the course work might have in one's field such as Christian Education, Missiology, etc. Each student will present the topic of the paper, the outline, the basic argument of the paper and at least half of the text in the form of a first draft to the seminar on May 27th. The final paper is due and presented on June 10th. Late papers without valid reasons will be graded down two grade points, e.g., A -> B+. (50%)

Assessment Criteria

1. Timeliness
2. Class Participation
Use of empathy and respect for others
Independent judgment
Clear and effective communication
Creative and Critical thinking
Constructive thinking
Collaboration
3. Written Assignment
Writing Mechanics: Correct grammar, punctuation, and spelling; Strong writing style and paragraph construction; Effective paper organization; Proper citations and academic conventions
Clear Thesis
Argumentation: Clear, coherent and persuasive argument; Thoughtful and insightful argument;
Use of Resources: Student's own voice; Independent judgment; Use of appropriate resources; Correct and critical engagement
Significance: Appropriate integration of research and analysis; Appropriate and Creative application to congregational and non-congregational contexts
4. Presentations
Use of empathy and respect for others

Creative and Critical thinking
Engagement with course readings
Encouragement of discussion by peers
Presentation: Clear, Creative, Organized and Thoughtful
Analysis: Clear, Coherent and Persuasive
Pastoral or Change Strategies: Appropriate, Creative and Practical
Conclusions: Consistent with ideas and analysis presented

5. Grading Scale

A+	97-100	C	74-76
A	94-96	C-	70-73
A-	90-93	D+	67-69
B+	87-89	D	64-66
B	84-86	D-	60-63
B-	80-83	F	0-59
C+	77-79		

Texts and References

Karl Barth, *Church Dogmatics*, Vol. III. 2
Michael Kerr and Murray Bowen, *Family Evaluation*
Monica McGoldrick, *The Genogram Journey: Reconnecting with Your Family*
Morrison, ed., *Essential Papers on Narcissism*
Ronald Richardson, *Polarization and the Healthier Church: Applying Bowen Family Systems Theory to Conflict and Change in Society and Congregational Life*

Recommended Books

American Psychiatric Association, *Diagnostic and Statistical Manual of Mental Disorders-IV-TR*
Mark Batshaw, *When Your Child Has a Disability*
Murray Bowen, *Family Therapy in Clinical Practice*
Nancy Boyd-Franklin, *Black Families in Therapy: A Multisystems Approach*
John Bradshaw, *Homecoming*
Betty Carter and Monica McGoldrick, eds., *The Expanded Family Life Cycle*, 3rd ed.
David C. Clark, ed., *Clergy Response to Suicidal Persons and Their Family Members*
Erik Erikson, *Identity: Youth and Crisis*
Kristine L. Falco, *Psychotherapy with Lesbian Clients*
Marie M. Fortune, *Violence in the Family: Is Nothing Sacred?*
Jill Freedman and Gene Combs, *Narrative Therapy*
Edwin H. Friedman, *Generation to Generation*
Stewart D. Govig, *In the Shadow of our Steeples*
Evan Imber-Black and Janine Roberts, *Rituals for Our Times*
John E. Keller, *Alcoholics and Their Family: A Guide for Clergy and Congregation*
Heinz Kohut, *The Restoration of the Self*
Wade Luquet, *Short-Term Couples Therapy*

James McBride, *The Color of Water*
 Monica McGoldrick, ed., *You Can Go Home Again: Reconnecting with Your Family*
 _____, *Re-Visioning Family Therapy*
 _____, et. al., *Genograms: Assessment and Intervention*
 _____ and Froma Walsh, eds., *Living Beyond Loss*
 _____, et. al., eds., *Ethnicity and Family Therapy*
 _____, et.al., *Women in Families: A Framework for Family Therapy*
 Salvador Minuchin, *Families & Family Therapy*
 _____ and H. Charles Fishman, *Family Therapy Techniques*
 Andrew P. Morrison, *Shame: The Underside of Narcissism*
 Kenzaburo Oe, *A Healing Family*
 David Olsen, *Integrative Family Therapy*
 Martin Payne, *Narrative Therapy: An Introduction for Counsellors*
 Ron Richardson, *Creating a Healthier Church*
 Virginia Satir, *The New Peoplemaking*
 _____, *Conjoint Family Therapy*
 David Scharff and Jill S. Scharff, *Object Relations Family Therapy*
 Sally K. Severin and Richard Liew, eds., *Pastoral Care of the Mentally Disabled*
 David Steere, *Spiritual Presence in Psychotherapy*
 Christopher Tadman-Robins, *Suicide – The Last Taboo*
 Ron Taffel, *Getting Through to Difficult Kids*
 Charlotte Thompson, *Raising a Handicapped Child*
 Peter Titelman, ed., *Clinical Applications of Bowen Family Systems Theory*
 Loren L. Townsend, *Pastoral Care with Stepfamilies*
 Emily B. Visher and John S. Visher, *Old Loyalties, New Ties: Therapeutic Strategies with Stepfamilies*
 Sonia Waters, *Addiction and Pastoral Care*
 Carl Whitaker, *Dancing with the Family: A Symbolic-Experiential Approach*

Course Schedule

Week (Session)	Topic & Contents	Course Material & Assignments	Reference
1 (5/16, M)	Introduction to Course Theology of Family System	Karl Barth, <i>Church Dogmatics</i> , Vol. III. 2, pp. 222-285	
2(5/18, W)	Reconnecting with Your Family Genogram	McGoldrick, <i>The Genogram Journey: Reconnecting with Your Family</i> Ch. 1 & 2, Genogram Chart	
3 (5/20, F)	Family Emotional System and Process I: Individuality and Togetherness	Kerr & Bowen, <i>Family Evaluation</i> Ch. 3	
4 (5/23, M)	Family Emotional System and Process II: Differentiation of Self and Psychology of the Self	Kerr & Bowen, <i>Family Evaluation</i> Ch. 4 Morrison, ed., <i>Essential Papers on Narcissism</i> , Ch. 7	
5 (5/25, W)	Family Emotional System and Process III: Anxiety & Triangles	Kerr & Bowen, <i>Family Evaluation</i> Ch. 5 & 6	
6 (5/27, F)	Midterm Evaluation	Midterm Presentations on Final Paper Projects	

7 (5/30, M)	Consultation: Genogram and Family Dynamics	Genogram of One's Family	
6/1 (W)	No Class		
8, 9 (6/3, F)	Family Systems Theory and Institutional Dynamics Analysis of Biographies	Ronald Richardson, <i>Polarization and the Healthier Church: Applying Bowen Family systems Theory to Conflict and Changes in Society and Congregational Life</i> Maya Angelou, <i>Why Caged Bird Sings</i> Stewart D. Govig, <i>Souls Are Made of Endurance</i> (6 hr class)	
6/6 (M)	No Class		
10 (6/8, W)	Presentations on Institutional Dynamics	Papers and Presentations	
11, 12 (6/10, F)	Final Paper Presentation	Student Final Papers and Presentations (6 hr class)	

Disclaimer

The course syllabus should not be understood as an inflexible contract with the members of the class, but the terms will be honored to the greatest extent possible.

Announcements

1. Confidentiality is most important in this class.
2. The best way to contact the Professor is by e-mail.
3. Students are expected to follow the Yonsei University's policies on course attendance requirements and academic integrity.
4. The professor reserves the right to change the assignments, due dates, etc. if necessary.
5. Students are responsible for information given out in class even if they miss a class.
6. Students are expected to read their Yonsei University e-mail since the professor may send out announcements to the class by e-mail.
7. The class is cancelled when the University is closed for any reason and there will not be any make-up class.